

## **Scheme of work: Component 1 – Holidays**

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Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Holidays, a theme for Component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](https://www.aqa.org.uk/5970)

# Component 1 Literacy

## Theme: Holidays

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language.

### Unit overview

#### Specification content

- Take part in group discussions and make an individual presentation.
- Read a selection of non-fiction texts.
- Use the text to learn how to:
  - infer
  - comment on language and structure
  - evaluate ideas
  - express personal preferences.
- Learn how to plan, write, edit and proofread a piece of informative writing (script, article).

#### Assessment objectives to be assessed

- AO1: Read and understand a range of texts – identify and interpret explicit and implicit information and ideas.
- AO2: Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- AO4: Evaluate texts and support this with appropriate textual references.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- AO7: Demonstrate presentation skills.
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- AO9: Use spoken English effectively in speeches and presentations.

### Suggested resources

- Tourism Information Centre
- Leaflets of local attractions
- Leaflets of local accommodation
- Leaflets of local eateries
- Laptops
- Traffic light cards
- Mini whiteboards & pens
- Tents
- Envelops
- Holiday brochures
- [Tourism teacher](#)

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## Lesson 1: Listen and respond appropriately

### Assessment objective 8

Begin by visiting the local Tourist Information Centre or inviting a member of staff from the Tourist Information Centre into school to talk about and research Staycations in your area.

If students have visited the Tourist Information Centre, ask them to collect some leaflets that would be useful to holiday makers who don't know the area well eg activities to do, places to eat out, holiday accommodation.

### Starter

Put the word 'staycation' on the board. In pairs, give students two minutes to discuss and to come up with a definition. Then either watch a video definition about a [staycation](#) or ask students to look it up in the dictionary. Agree a class definition.

### Activity

Tell students that they are going to visit (or have a visit from) someone who works at their local Tourist Information Centre. If neither of these options are possible, then you could search for a video of your local area or use sites such as: [Visit England](#) or [Escape the Everyday](#) to create your own talk about your area.

- Remind students of key question words and the purpose of these (what? where? why? when? who? how?).
- Ask students, in pairs, to prepare some questions that they would like to ask the visitor about staycations in the area. For example, who visits our area? How many people visit each year? When are the most popular months to visit our area? Why do they come to our area? What do they love about the area? Where do people stay? What do people spend time doing when they are here?
- Students listen to the talk given by the visitor. They may like to take notes and ask their questions in response to the talk.

## Lesson 2: Read and understand a range of texts - Preparing for Spoken Language Task (Stage 1)

### Assessment objective 1

Students will need the leaflets collected from the local Tourist Information Centre or ones provided.

### Starter

Watch a [video about features of a leaflet](#). Then, using [traffic light cards](#) (or mini white boards to record answers on) play a multiple choice quiz based on a leaflet displayed on the board. Students will answer questions about the leaflet to understand more about the features and purpose of this type of marketing. Alternatively, you may like to use a pre-made quiz, such as, [this leaflet quiz](#).

### Activity

Tell students that they are going to do some research into a staycation in their area using the leaflets from the previous lesson.

Allocate one leaflet (different leaflet per person) and give them a set of questions to locate answers for.

Questions could include:

- Name of business/event?
- What is being advertised – food, activity, fair, show, accommodation?
- Key features (activities/facilities)?
- Audience – who is being targeted?
- What pictures are included? Why?
- Opening times?
- Closing times?
- Dates open?
- Location?
- Contact details?
- Prices?
- Any special offers?

Feedback research to the whole class. Would they recommend the business they researched for holidaymakers? If so, what sort of holiday makers? If not, why?

## Lesson 3: Listen and respond appropriately - Spoken Language (Stage 1)

### Assessment objective 8

Students should be given access to the leaflets from the previous lesson.

### Starter

Explain to students that listening is a really important skill when working as a team. To help them improve their listening skills play a listening game, such as [last summer holiday](#), [summer vacations](#) or [my summer holidays](#). Swap answers to mark or mark online.

### Activity

The students have now had the opportunity to research their area as a potential holiday destination. They will need to work together and use their individual research collectively to discuss the advantages and disadvantages of a staycation (holiday in the UK). Explain that, ultimately, you would like students to market (check students understand this term) the staycation idea for where they live to their local tourist board.

Assign students into groups and ask them to discuss and agree on:

- ideas and suggestions for the advantages and disadvantages of a staycation
- some good staycation ideas for people holidaying in their area
- the best ideas and why?
- actions to follow the meeting.

Feedback ideas to the whole class.

**Key suggestion:** Use this as an opportunity to complete the Spoken Language comment box on page 5 of the NEA for Stage 1. Ensure you provide some context of the task, link your annotations to the AOs and note some key contributions that the students have made.

## Lesson 4: Planning a presentation - Preparing for Spoken Language Task (Stage 2)

### Assessment objective 5

#### Starter

In pairs or small groups ask students to think about what makes a good presentation (5 minutes) and jot down ideas. Check that students understand the purpose of a presentation and who it is for – what should the presentation look like? What should the delivery look like?

Watch the [video about presentations](#) and tick off the ideas that were identified, add any ideas that were missed. Share all these ideas with the rest of the class and include ideas that were missing in the video.

#### Activity

Tell students that they are going to use the presentation ideas to prepare their own speech or presentation showcasing their ideas for staycations in the UK and in particular in their area. They will need to explain what they think the advantages and disadvantages of staycations are, and why a staycation in their area would be a good idea. Alternatively, they should explain why they think their area would not be good for a staycation.

**Key suggestion:** You could provide a scaffold for Silver students to follow. Presentations could take the form of a PowerPoint, slideshow or flash cards. Students may require additional time to complete and edit their speech or presentation.



## Lesson 5: Delivering the Presentation - Spoken Language Task (Stage 2)

Assessment objective 7, 8 and 9

You may like to invite a member of staff from the Tourist Information Centre (from lesson 1) to listen to some of the presentations.

### Starter

Tell students that they are going to be delivering their presentations today. They need to wake up their bodies and brains to get them to work together to deliver their presentations effectively. To get ready they are going to take part in a [brain dance activity](#) or [brain dance activity 2](#).

### Activity

Students will deliver their presentation to the class or a smaller group or 1:1 to an adult (PowerPoint/slideshow/flash cards). If delivering to a group, you could incorporate some peer assessment, such as one of these [spoken language feedback sheets](#).

**Key suggestion:** Use this as an opportunity to complete the Spoken Language comment box on page 5 of the NEA for the Stage 2 part of the task. Ensure you provide some context of the task, link your annotations to the AOs and note some key contributions that the students have made.

## Lesson 6: Read and understand a range of texts

### Assessment objective 1

#### Starter

Put a picture of a campsite on the board, such as these ([camping image](#) or [camping and hiking image](#)) for 5 minutes. Ask students to study it carefully. Hide the picture. Then ask students in pairs a number of questions to see what they can recall about the picture. For example:

- What colour(s) is/are the tent(s)?
- How many mountain peaks were in the picture?
- How many trees were in the picture?
- What musical instrument could you see? Was it day or night?
- What was hanging on the tree?

Once students have recorded all their answers put the picture back up and mark their responses.

#### Practical Activity (if possible and appropriate)

If possible, put students into teams. Give them the instructions of how to put up a tent but give them the instructions in the wrong order. Ask them to work together to establish the correct order and then give them the tent to put up.

If it's not possible to carry out the practical activity, show students a video of how to put up a tent, such as [putting up a tent 1](#) or [putting up a tent 2](#). Then, give them the instructions for how to put up a tent in the wrong order. Ask them to read the instructions and establish the correct order.

For Gold students you could ask them to write the instructions (cut them up) and swap them with a partner, who needs to read them and then establish the correct order.

Lesson 7: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Assessment objective 5

### Starter

Play a round robin verbal story telling game about a camping trip. This could be a whole group or smaller group activity. Begin with a starting sentence eg 'Finally, the day had arrived for our camping trip. We packed the car and...' or 'The campsite was a little more basic than I had imagined, for example...'

Each student then takes turns to add some more information to the story. Set a finish line eg the story must be finished by the time you have gone around the group three times or by a set time on the clock.

### Activity

Give students the scenario that they have been on a camping trip (they could use the round robin story as stimulus). They have borrowed the tent from a friend's mum. Ask students to write a thank you card (including addressing the envelope) to the mum. You may like to download a [Thank you card template](#). You may need to provide a scaffold such as:

- Who are you writing to?
- Why are you writing?
- How should you communicate with the mum?
- What was good about your trip?
- What might have been better?
- How will you sign off?

## Lesson 8: Read and understand a range of texts: identify and interpret information

### Assessment objective 1

Imagine your 'Dream Holiday' and where would you go?

Students should be given access to holiday brochures, so that they can choose a destination that they would like to visit.

### Starter

Play a range of music from different countries. In pairs, can students guess which country the music has come from and record their answers on mini whiteboards. You may like to use a pre-made game, such as [what country is music from 1](#) or [which country is the music from 2](#) or create your own version.

### Activity

Ask students to share, with a partner, what their 'Dream Holiday' would be. For example:

- What type of holiday would it be?
- What would it involve doing?
- Who would it be with?
- What would the weather be like?
- Where would you sleep?

Students might like to play [Dream Holiday quiz](#).

Based on the conversation, students come and choose a holiday brochure that they think will contain their Dream Holiday.

Give students time to look through the brochures and choose a holiday.

Once they have done that, ask them to answer a set of AO1 questions, such as:

- Can you label the key features on the page? Eg
  - heading
  - page number
  - picture(s)
  - sub-heading
  - menu
  - key features.
- What words or phrases used in the brochure made you choose this holiday destination? Explain why that made it sound good.

**Key suggestion:** Extend this for Gold students by asking them to comment on how those features have been presented and why eg colour photos to make the holiday look lively and exciting.

## Lesson 9: Evaluating a holiday brochure and support this with appropriate textual references

### Assessment objective 4

#### Starter

Play '2 Truths and 1 Lie'. Students must think up two things (based on holidays) that are true and one thing that is a lie. Students take it in turns to reveal their three 'facts' and the rest of the class must vote on which they think is the lie. For example:

- I have been on holiday to France
- I love camping
- I have swum with seals.

#### Activity

Present students with a page from a holiday brochure and introduce a [Question Storm activity](#) (explain to students what a question storm activity is if required) based on whether they would like to go holiday to this place. (Recap key question words from lesson 1).

You could model the first question eg how hot will it be? Keep recording the student questions until everyone has asked at least one.

Using the questions from the Question activity, ask students to formulate their personal opinion based on the text. Ask them to record all the things that sound interesting/good about the holiday to them. Then, note all the things that sound boring/bad about the holiday to them. For example, it's very hot and makes you uncomfortable.

Finally, ask them to weigh up the evidence as to whether they would like to go on that holiday.

You may like to give an example of how to structure that response. For example:

- I would like to go on the holiday because the pool sounds great and I love swimming.
- I wouldn't like to go on the holiday because it's very hot there and I don't like the heat.

## Lesson 10: Analysing the effect of language

### Assessment objective 2

#### Starter

Prepare a set of holiday idiom-based cards and a separate set of cards with the definition of the idiom on. There are useful idioms and definitions [here](#). When students come into the classroom give them a card (either idiom or definition). Ask them to walk around the classroom and find their idiom/definition partner.

Once everyone has found their partner they share their cards with the group. Explain that sometimes phrases have a hidden meaning and can be important when used in advertising.

#### Activity

Explain that holidays can also be advertised through posters. Watch a video about the history of railway posters, such as, [The Art of Travel GWR](#). Tell students that they are going to analyse one of these historic travel posters to see how persuasive language was used to get visitors to use the trains to go on holiday.

Choose a set of historical posters, for example from this [collection](#). Put students into groups and assign each group a poster. Then ask them to analyse the writer's craft by thinking about:

- How has the poster been designed to make it clear and attractive – list at least 5 different techniques employed.
- What words/phrases have been used by the writer to persuade people to visit? How do they persuade?

Students present their posters and analysis back to the class.

## Lesson 11: Using vocabulary to create an effect

### Assessment objective 6

#### Starter

Play hangman (if appropriate) based on poster features eg logo, slogan, place name, picture...

#### Activity

Tell students after having analysed the features of a poster and the poster writer's craft, they are now going to choose a holiday destination to advertise on their own poster. Students can choose either:

- a place they have been on holiday
- their local area
- their dream holiday destination.

Watch a video about [features of a poster](#).

Ask students to design their poster, it must include:

- place name
- logo
- slogan
- company contact information
- any special offers or any appropriate dates.

**Key suggestion:** They may like to do this in Photoshop, there are tutorials to help students to do that, such as, [poster design video](#) or alternatively they may like to make a collage/paint or any other medium.

## Lesson 12: Locating information and demonstrating inference

### Assessment objective 1

#### Starter

Put students into groups of 4-5. Show them a short Tourist Information Centre video clip, such as [clip 1](#), [clip 2](#), [clip 3](#) or [clip 4](#). Once they have watched a video ask them to create:

- three 'locate the information' style questions eg what was... where was... how many... who was... name two...
- three 'inference based questions' eg why were... what do you think... what makes it sound...?

Each group takes it in turns to either quiz another group or quiz the whole class.

#### Activity

Having worked on a group quiz ask students to use those question stems to develop a quiz for their poster using the same format:

- three 'locate the information' style questions
- three 'inference based' questions

Swap with a peer to complete. Swap back to mark. Feedback as a whole class and see which one's students liked and admired.



## Lesson 13: Understanding different styles of text

### Assessment objective 1

#### Starter

Ask students to think about a memorable event that happened to them during a holiday. Share it with a partner. The partner must actively listen for features that the story includes. During class feedback they should record the features that they noted as a group. These can include:

- a personal account
- first person narrative
- a strong sense of the writer's personality
- use of humour
- use of personal experiences and anecdotes (stories from experience)
- reflections about the destination or the situation the writer finds themselves in
- dialogue to add realism (explain to students if required what realism is).
- exaggeration for comic effect
- colloquial style (chatty - like the writer is having a conversation with the reader)
- facts about the place described
- a strong opinion (can be critical or sarcastic)
- a vivid picture in the readers' imagination (might use similes, strong adjectives etc).

#### Activity

It may be useful to introduce [Travel Writing](#).

Read a piece of Travel Writing, such as: [Palin's Travels](#)

**Key suggestion:** Silver students may require more support to access this style of writing. In small groups, ask students to highlight examples of the features identified in the starter using different colours.

## Lesson 14: Understanding different styles of text

### Assessment objective 1

#### Starter

Watch a [Travel Vlog](#) and create a true or false quiz based on the information. Alternatively, play a Travel quiz, such as [quiz 1](#) or [quiz 2](#). Students can use their traffic light cards or mini whiteboards to respond.

#### Activity

Put students into small groups of 3 - 4 and ask them to read a Travel writing extract. Each group should have a different extract. Then ask students to create a true or false quiz based on their piece of writing, this could take the form of a PowerPoint. Once completed, students share their extract and then quiz their fellow classmates.

## Lesson 15: Spelling, punctuation and grammar

### Assessment objective 6

#### Starter

Put students into teams with a mini whiteboard and pen. Remind students that when they go on holiday one of the treats is to eat out. Play a game based on what country the food is from, such as [example 1](#) or [example 2](#).

**Key suggestion:** You may like to bring in some foods from the quiz for students to sample.

#### Activity

Present students with a Restaurant Comment Card – to state that the customer isn't happy with the food or the service. However, there is another problem – the customer's writing: spelling, grammar and punctuation on the card make it difficult to read.

Before students begin, you may wish to recap what different punctuation is and why it's used (depending on ability). These videos may be helpful in forming the explanation: [Video 1](#), [Video 2](#) or [Video 3](#).

Ask students (based on ability) to identify and correct SPaG errors on the comment card.

Silver students should focus on:

- capital letters
- full stops
- possibly some simple grammar errors.

Gold students should focus on (some depending on ability/individual need):

- full stops
- capital letters
- question marks
- exclamation marks
- speech marks
- commas
- apostrophes
- brackets
- some grammar errors.

Tailor the level of errors to students' current targets.

## Lesson 16: Personal Opinion

### Assessment objective 4

#### Starter

Play 'The odd one out'. Put up a selection of holiday-based words on the board in groups of 3 - 5 (depending on ability.) Ask students to identify which word they think is the 'odd one out'. You could put up some with multiple correct answers to show students that it doesn't matter if their answer is different to someone else's, as long as they can explain their opinion.

For example:

Lettuce, Tomato, Cucumber, Grass

Lettuce, Tomato, Cucumber – all in a salad.

'Grass' the odd one out.

Lettuce, Cucumber, Grass – all green.

'Tomato' the odd one out.

#### Activity

Students should use the corrected Restaurant Comment Card from the previous lesson.

They should then answer questions that elicit a personal response (both to content and presentation) that link back to the text.

For example:

- What do they like about the presentation of the Restaurant Comment Card? Explain their answer.
- What do they dislike about the presentation of the Restaurant Comment Card? Explain their answer.
- Would they like to go to the restaurant? Explain their answer.
- What do they think is good about the restaurant? Explain their answer.
- What don't they like about the restaurant? Explain their answer.

## Lesson 17: Write a letter of complaint

### Assessment objective 5

#### Starter

Create a [cryptogram](#) based on the opening sentence to a letter of complaint eg 'I am writing to complain about the awful food at your restaurant'. Don't forget to include some letters (eg a, t, o and r) to give students some clues. Then, put students into teams. The first team to crack the code wins.

#### Activity

Using the Restaurant Comment Card from the previous lesson, tell students that they are going to write a letter of complaint to the restaurant owner. Firstly, they need to decide on what to include in the letter.

[Think. Pair. Share](#) is a two-minute activity covering the features of a letter.

Share feedback on the board. Ask pairs to join another pair to agree on a structure and some opening sentences for the content of the letter. They should also think about the format of the letter and how it should look.

- Greeting – Dear...
- Introducing your reason for writing – I am writing because... The reason I am writing is because...
- Background information – I was on holiday with... My family was in the area on holiday, so we...
- What went wrong – The food that was served was... The meat we were served was...
- What you'd like to happen – I would like you to... To put this right, I want...
- Closing
- Check the format and also the SPaG.

This is a [useful site](#) for Letter of Complaint activity ideas.

Once ideas have been shared back to the whole class. Ask students to write their letter of complaint. Silver candidates may require a more structured scaffold in which to record their ideas.

### 3.1.3 Spoken language

#### Cross-curricular links

- Art: Create Vintage Railway posters from different eras. Research famous artists who produced Railway posters (eg Ronald Lampitt, Norman Wilkinson and Frank Henry Mason).
- Science: Experiments with combustion, heat, friction – all linked to transport and movement
- Drama: Hot seating of tourists/complaints from passengers. Create a vlog from a dream holiday destination. Create a Travel/Tourist Board promotional video.
- Maths: Timetables. Money. Exchange rates.
- Design Technology: Design and make different modes of transport to holiday destinations. Ergonomically friendly camping equipment designs/structures. Cooking foods from different countries.
- Geography: Research different countries and cultures – food, languages, flags, continents, animals, landscapes...
- History: Travel through time – How it has changed? Holidays through time – How have they changed?

#### Suggested field trips

- Tourist information centre
- Local holiday attractions
- Train trip